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ABSTRACT

Developed by teachers at the Poplar River School Number 050 (Negginan, Ontario, Canada), this curriculum guide presents a cultural expansion program for: (1) kindergarten students (a unit on ccmmunity study including such topics as: food, shelter, clothing, medicine, transportation and a unit on "other" Indian cultures "by way of legends"); (2) first grade students (22 lessons on clothing, housing, work habits, and schools); (3) second grade students (25 hcurs or 50 class periods encompassing legends, community wcrkers, and "long ago"); (4) grades 5-6 and 7-8 (a comparative study to be undertaken simultaneously, involving 9 to 10 weeks of 3, 40-minute periods per each 6-day cycle and including units on Haida and Blackfoot geography, clothing, shelter, transportation, food, occupations, population, socio-political organization, history, and literature and a 65-item bibliography and a 10-item filmcgraphy); (5) grades 6-8 (a 9-lesson art unit on the Haida and Blackfoot, including a 21-item bibliography and a 9-item filmography); (6) the school's physical education program (7 local Indian games). The format of this guide is such that each unit includes educaticnal objectives, lessons, a brief content description, activities, and a list of instructional materials. (JC)

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INDIAN CULTURE PROGRAM

POPLAR RIVER SCHOOL NO. 050

NEGGINAN P.O.

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A CULTURAL EXPANSION PROGRAM

KINDERGARTEN

GENERAL OBJECTIVES:

1. To develop some understanding of present day Indian Culture via the medium of discussions about Poplar River today.

2. To develop an appreciation of the cultural background of the community by familiarization with some local songs, crafts, and legends.

3. To develop some concept of other Indian culture by exposure to numerous legends.

COURSE OUTLINE:

Unit 1

Community Study including:

1. food
2. shelter
3. clothing
4. medicine
5. transportation
6. education
7. occupations in the community
8. culture
   - i. handicrafts
   - ii. music and songs
   - iii. weddings and funerals

Unit 2

The study of other Indian cultures by way of legends.

TIME ALLOTMENT:

There will be fifteen minutes allowed three times per week for the first two weeks in the month. There will be one hour allowed in the third week for a resource person from the community to come in and speak to the children.

UNIT	OBJECTIVES*	LESSON	CONTENT	ACTIVITY	MATERIALS*
FOOD	The children should be able to make an experience chart mentioning at least ten or twelve different foods. The foods should be half from the Bay and half from the local food areas. This chart will be made on a different day than the last lesson.	1	Local food: moose, beaver, fish, rabbit, bear, bannock. Needs from the Bay store: lard, coffee, flour, tea, salt, milk, sugar.	A discussion. Drawing pictures of the animals which are used for food.	Colored pictures of the animals discussed Drawing paper Paint in several different colors Crayons in assorted colors Experience chart paper Marking pens
		2	A review of the previous material. Pointing out the kinds of food in the Bay.	A trip to the Bay to notice all the different kinds of food.	
		3	A review of the above material.	Making an experience chart .	
SHELTER	To have the children know the content and be able to verbalize it. To have the children see at least two differences between their homes and a typical white person's home.	1	A discussion of the usual dwelling, where it comes from, how much it costs, the type and amount of furniture, etc.	A discussion, Arrangement of the furniture.	Wooden doll house furniture
		2	Field trip.	A visit to the home of the principal and his wife.	
CLOTHING	To have the children be able to recite all the names of the clothing they wear and the use of each article.	1	The names of the clothing worn by everyone. The names of local things such as mukluks.	A discussion. Drawing articles of clothing.	P. Mooney Kit mannequin clothes
MEDICINE	To have the children know where to go when they are sick or hurt. To have the children be able to tell four ways that the nurse helps them. To have the children know Jacob Greene and his duties.	1	The nurse's name and where she has her medicines. Her duties in the station and in public health.	A discussion and a drawing of the nurse.	Firar First aid kit Paper Crayons
		2	Discuss the Community Health Worker's job. How he helps the nurse and the people in the community	A discussion.	
		3	A review on the above materials	An experience chart.	

[illegible] review of the whole section.

UNIT	OBJECTIVES	LESSON	CONTENT	ACTIVITY	MATERIALS
5. TRANSPORTATION	To have the children know at least three ways of bringing things on to and taking things off of the reserve. To have the children know at least five ways of locomotion on the reserve. To have them demonstrate this knowledge in the preparation of an experience chart.	1	Ways of transportation on the reserve.	Looking at the vehicals and drawing pictures of them.	Drawing paper Crayons
		2	Ways of transporting things on to and off of the reserve.	A discussion.	
		3	A review of the two topics above.	Making an experience chart with the information gained from the discussions.	Experience chart paper
6. EDUCATION	The pupils should know the names of the teachers and the school committee. They should also know two specific duties of the teachers and the school committee. This knowledge should be incorporated into an experience chart.	1	The names of the teachers and the grades that they teach.	A discussion. A drawing of the teachers.	Paper Crayons
		2	The names of the school committee.	A discussion. Drawings of the school committee.	
		3	The duties of the teachers and the school committee.	A discussion.	
		4	The school committee is represented by a speaker.	Listening.	
		5	The duties of the principal.	The principal talks to the children.	
		6	A review of the content of the section.	Making an experience chart.	
7. OCCUPATIONS OF THE COMMUNITY	To have the pupils able to name the constable, postmaster, chief, the Bay Manager, the Hydro man, the boat drivers, the bombardier driver, and the welfare administrator	1	The names and occupations of the community.	A discussion.	
		2	The duties of the constable.	A visit from the constable.	
		3	The duties of the chief	A visit from the chief	

UNIT	OBJECTIVES	LESSON	CONTENT	ACTIVITY	MATERIALS
7. OCCUPATIONS IN THE COMMUNITY (Cont'd)	To have the pupils know: two things about cutting cord wood, two things about trapping, two things about fishing. To have the pupils contribute enough to make a good experience chart on each visit.	4	The duties of the welfare administrator.	A visit from the welfare administrator.	
		5	How to cut cord wood.	A visit from a wood cutter.	
		6	How to trap.	A visit from a good trapper.	
		7	How to fish.	A visit from a fisherman.	
		8	A resumé of the preceeding lessons.	Making an experience chart.	
8. HANDICRAFTS	To attempt to instil a pride in the traditional handicrafts. To have the pupils see how certain articles are sewn together. To expose the pupils to people in the community who are knowledgeable in the area of crafts.	1	The method of assembling a pair of mukluks.	A guest to demonstrate.	A pair of mukluks cut out in leather. A pair of slippers cut out in leather. A pair of gauntlets cut out in leather. A vest cut out in leather. Several beadwork necklaces and crests.
		2	The method of assembling a pair of slippers.	A guest to demonstrate.	
		3	The method of assembling gauntlets.	A guest to demonstrate.	
		4	The method of assembling a vest. Some examples of beadwork.	A guest to demonstrate how she put a vest together. She will also bring samples of beadwork.	
9. MUSIC AND SING	To teach the pupils to sing in Saulteaux. To demonstrate to the pupils some of the most popular music of the community.	1-3	Tape recordings of a local person singing a group of melodies.	Here, the children will be expected to sing the tunes after a number of repetitions.	Tapes Tape recorder Local people Square dance records Tapes of drum singing
		4	Square dance records and the different movements.	Some involvement in a square dance is expected.	

UNIT	OBJECTIVES	LESSON	CONTENT	ACTIVITY	MATERIALS
10. CUSTOMS	To have the pupils know at least two characteristics of weddings and funerals in the community. To have the children listen to and understand legends from other Indian cultures.	1 1-20	Wedding customs: Funeral customs: (wake) "Tales of Nokomis"	Drawing a wedding. A discussion on the two topics. Listening Recalling sequence and detail Drawing Painting Comparisons	

A CULTURAL EXPANSION PROGRAM

GRADE ONE

GENERAL OBJECTIVES:

1. To help the children retain a fraction of their "Indian Identity."

2. To make them aware of the difference between the life they lead and that of their parents and grandparents at the similar age of seven.

3. To help the children develop a respect for the older people of their community and to rid the children of some of their scorn and disbelief that forms in their mind when listening to stories of the old way of life.

4. To make a booklet on the units we cover and to distribute them to Poplar River families.

UNIT OUTLINE:

1. Clothing
2. Housing
3. Work Habits
4. Schools

TIME ALLOTMENT:

There will be twenty-two lessons, each one-half hour in length.

UNIT	OBJECTIVES	LESSON	CONTENT	ACTIVITY	MATERIALS
1. CLOTHING	To help them draw comparisons between clothes of yesterday and those of today. To discuss the uses of yesterday's clothes and why they are being displaced today. To help the children realize the amount of work involved in making clothes for yesterday's families.	1	What did they wear 50 years ago? What was the purpose of such articles of clothing?	Visit from Gracie Franklin (handicraft). Display of old-time clothing.	
		2	Which pieces of clothing are still used today? Why? Discussion.	Dress and label a doll in old-time clothing. Experience chart and drawings.	
2. HOUSING	To help them become more aware of the conditions of the homes in which the older generation lived. To discuss the reasons why each family of old had more than one home. To help them appreciate and value their homes of today. To make them aware that many of their inconveniences today are minor compared to those of yesterday.	1	What were the homes of yesterday made of? How were they heated? What was used for furniture? What were their seasonal homes made like?	Tape of Alex Douglas and Betsy Thomas	
		2	Field trip.	A visit to the one remaining log cabin in Poplar River.	
		3	Complete comparison with yesterday's homes and those of today under the following headings: (a) heat (b) materials used (c) furniture	Visit from Jacob Green (Community Health Worker)	
		4	Review housing unit. Prepare materials for our booklet.	Experience chart. Drawings, paintings and photo taking.	

UNIT	OBJECTIVES	LESSON	CONTENT	ACTIVITY	MATERIALS
3. WORK HABITS	To compare the work duties of the children today with those of yesterday. To help the children become aware of the ways in which food and clothing were obtained by yesterday's families. To compare the work of their fathers (mothers) today with their grandfathers (grandmothers) at the same age and to help the children appreciate that the work burden is lessening with each generation.	1	What was expected of children seven years old? What would an average day for a boy and girl consist of?	Tape of Florence Franklin and Fred Lambert Sr.	
		2	Discuss duties of today's children in comparison with yesterday's.	Experience chart. Mural (includes clothing, housing, work habits).	
		3	What did the fothers do to acquire food and clothing for their families? How did mothers cook and wash clothes?	Tape by Florence Franklin and Fred Lambert Sr. Photo display.	
		4	Review work habit unit. Condense material for booklet.	Experience chart. Complete mural and photograph.	
		5	What do fathers do when they go trapping? How is mother's work load lighter?	Visit from Alex Hudson. Display of traps.	
		6	True story of two boys setting their first traps.	Visit from Fred Lambert Jr. Experience chart.	
4. SCHOOLS	To compare schools of yesterday with those of today. To help them become aware of how little is expected of them in comparison to their fathers and mothers at the same age. To help them understand why education is important.	1	Where was the first school? A typical school day. Where did the teachers stay?	Tape by Gordon Bittern, Lillian Bittern and Mabel Franklin.	
		2	Compare lesson 1 with today. Summarize for booklet.	Experience chart and paintings.	

UNIT	OBJECTIVES	LESSON	CONTENT	ACTIVITY	MATERIALS
SCHOOLS (Cont'd)		3	When were the R.C. and U.C. schools built? Why was there an attendance problem?	Tape by Fred Lambert Sr. and Solomon Franklin.	
		4	Keep booklet up to date.	Experience chart. Story of "I went to school in 1925."	
		5	Comparison of schools today with those of yesterday.	Experience chart. Drawings.	
		6-8	Copy experience charts onto stencils and reconstruct our drawings. These lessons will be used to complete our booklet.		

NOTE: If I am satisfied with the success of my program I plan on continuing until June with the following units:

(a) Food and stores -- old versus now.
(b) Religion -- when did it first start to change?
(c) Marriages and funerals.
(d) Medicine.

I plan to discuss Poplar River legends with the children throughout the year as I have been doing thus far. The legends will be in no particular order and will come from the children and their parents. I have requested the aide of Walter Nanowin in this project.

INDIAN CULTURE, REVISION OF CURRICULUM

GRADE TWO

GENERAL AIMS:

Respect for Indian traditions and customs. Respect for Indian officials in the community.
Awareness of Poplar River legends, tribal medicines, old customs and past Poplar River way of life.
Development of desire to carry on Poplar River crafts, songs and tales.
Development of interest in other Indian peoples in Canada and their traditions.
Development of desire to continue in education and be a worthy citizen.

UNITS:

1. Legends
2. Community workers
3. Long ago

NOTE:

Lessons on Indian culture, Grade Two, will be incorporated into Social Studies, Art, Health, Oral English and Mathematics, but Social Studies and Art will be the main vehicles of instruction. These instruction periods will be twice weekly (Thursday and Friday) and twice on Friday where the art or other activity requires more time, and/or follow-up. Poems and stories will from time to time be selected from Indian sources for the Oral English course. A brief study of Indian medicines will be done in Health as well as in Social Studies. Terms which are used in Mathematics and present difficulties (e.g. "before") will be translated into Saulteaux.

TIME:

Approximately 25 hours, or 50 class periods.

UNIT	OBJECTIVES	LESSON	CONTENT	ACTIVITY	MATERIALS
			NOVEMBER - DECEMBER	MINIMUM: THREE WEEKS: SEVEN LESSONS OF ONE-HALF HOUR EA	
1. LEGENDS AND SUPERSTITIONS	Awaken interest in legends of other Indians and in own legends. Complete a storybook of Poplar River legends and beliefs. Be able to tell at least four legends of other Canadian Indians and illustrate them. Add as many Poplar River legends and beliefs to their store of knowledge as we can. Write a coherent resumé of a Poplar River legend and illustrate it.	1	Legend "The Big Snow in the Northland" (Dogrib and Slavey). Illustrate on board, share comments re legend.	Discussion.	Indian Legends of Canada. E. E. Clark (Page 17)
		2	Discussion about legends and beliefs recalling story of lesson 1. Cree belief: Bunch Berries & Frog. Poplar River belief: Thunder and Frog.	Discussion and sharing of stories. Printing Poplar River story on board. Illustrate individually. (Best illustrations for Our Legend Book).	Individual art books for culture. Large homemade book for Poplar River legends and beliefs.
		3	Legend "The First Water Lily" (Ojibwa Legend). Discussion. Any legends like this one in Poplar River?		Tales of Nokomis (Page 43). Large map of Canada: Indian Bands and Linguistic Affiliations to pinpoint tribes mentioned.
		4	Poplar River legends. Print on board (one or two).	Illustrate one and title in art book. Print one legend. (Best in Our Legend Book).	Our Legend Book
		5	Poplar River legends. Print on overhead as we share stories.	Illustrate one and title in art book. Copy one or write one you wish. (Best in Our Legend Book).	Overhead projector
		6	Film Strips: Indian Life (Cree)	Discussion.	Film strips from Saskatchewan School Broadcasts Branch, Regi
		7	Film "Legend of the Loon's Necklace" 16mm. Film "Legend of the Raven" 16mm. (Eskimo ... is also in Indian folklore).	Discussion. Additional illustrations and title for Our Legend Book.	Two films from Visual Educatio Section, Curriculum Branch, Department of Education, Sask.

UNIT	OBJECTIVES	LESSON	CONTENT	ACTIVITY	MATERIALS
			OCTOBER - JANUARY - FEBRUARY	MINIMUM: NINE WEEKS: 15 PERIODS	
2. COMMUNITY WORKERS (THE RESERVATION AND ADMINISTRATION	Know Treaty No. Have general idea of layout of their reserve. Be able to tell who is responsible for particular jobs in the community: - Who would you go to for help for a needy family? - To whom would you go with a request for community dances or parties? - To whom would you go to have lights put up by the major docks? etc. Have a general idea of the duties of each community official. Develop an appreciation of all who work to help the community (Indian officials, government employees, hunters, fishermen, pilots, carpenters, Bay personnel, etc.) Workbook (Social Studies) on our reserves. Art book on Indian culture. Develop a growing desire for more education. Awareness that more (most) people worked before welfare assistance came. Objectives of welfare assistance and its misuse. Where welfare dollars come from. What taxes are and who pays them. Develop a respect for people who work for a living	1	Overall picture of community workers (native). Students providing information and teacher printing on blackboard. What would you like to be when you grow up?	Discussion.	
		2	Stencilled worksheets for Social Studies workbook. Review of community workers.	Putting workbook together and filling officials' names in blanks provided in worksheet.	Paper for cover of Social Studies Workbook
		3.	Visit from Community Health Worker in Health class. (Jacob Green - Poplar River native.)	Listening session.	Health poster made previously i Health class.
		4	Discuss reservation (Poplar River) - General layout - Origin of reserves - Treaties and their Treaty No. - Treaty Day - Peace pipe	Draw a map of Poplar River. Pinpoint important buildings, Nursing Station, Hudson Bay Co., schools, band offices, Chief's residence, etc., in Social Studies workbook. Put Treaty No., name and band, on outside of art book (on Indian culture). Draw a picture of a peace pipe.	Large pre-drawn map of Poplar River (overhead projector)
		5	Questions previously prepared by class. Visit from Chief. Outline of his office. Resumé by him of former chief and council duties.	Listening session. Questions from students. Discuss making booklet about chiefs for the Chief. Discussion. Draw pictures of former chiefs (long ago).	I Am An Indian (Kent Gooderham) The Canadian Indian (Frazer Simmington, for pictures of chiefs of long ago and now.

UNIT	OBJECTIVES	LESSON	CONTENT	ACTIVITY	MATERIALS
COMMUNITY WORKERS (Cont'd)		6	Discuss duties of welfare officer. Prepare one or two questions for his visit. Visit by F. Lambert, Welfare Officer. Discuss welfare now and before. - Mention "tokens" and use. Money now and means of trade before. - Number of people on welfare in Poplar River. Number of workers in Poplar River. Number of people in Poplar River.	Questions on board. Write a thank you letter to F. Lambert for visiting us.	Paper
		7	Visit post office -- Henry Hudson, clerk. Post office clerk explaining why we address envelopes as we do, and discussing his work. Visit Hudson Bay Company staff who explain their duties.	Visit post office and Bay store. Discussion, back at school. Address envelopes for letters to F. Lambert.	Overhead (example of envelope)
		8	Role of: School Committee -- working with school staff and parents. Guidance counsellor. Why an education? How educated in past years? Better with or without? Students at Portage. Young people here with good jobs because of education. Lillian Bitten, Chairman of School Committee, visit and talk to students about attendance and about her work.	Draw pictures of fisherman or hunter or wife teaching son or daughter, and of student in school today.	Overhead Pictures of school and student at Portage Residential School (from Betty Cauldwell)

UNIT	OBJECTIVES	LESSON	CONTENT	ACTIVITY	MATERIALS
2. COMMUNITY WORKERS (Cont'd)		9	Work of the R.C.M.P. on a reservation. Work of the native constable. How they work together. How we can help them and make their jobs easier. Importance of being honest for happier school and community. Visit from constable.	Draw a mountie and draw the constable side by side.	Overhead projector Pictures of mounties
		10	Discussion on importance of - hunters, trappers and fishermen - carpenters, painters and maintenance men - craft workers. What makes a good hunter, trapper, etc. Why work so hard when they could live on welfare? (Pride, mental and physical health, respect, helpfulness to community ...)	Draw a hunter or a fisherman.	
			Visit from Gracie Franklin and display of crafts.	Draw some Poplar River crafts.	Examples of Poplar River beadwork, leatherwork
			Visit from fisherman -- Wilfred Hudson. Talk about his work and why he works hard.	Draw a hunter or a fisherman.	

UNIT	OBJECTIVES	LESSON	CONTENT	ACTIVITY	MATERIALS
			MARCH - APRIL - MAY	MINIMUM: TEN WEEKS: TWENTY CLASS PERIODS	
NOW VS LONG AGO IN POPLAR R. IN ANOTHER INDIAN COMMUNITY (a) FORT GEORGE, QUEBEC (MISTASSINI CREE)	Be able to list two ancient methods of transportation and illustrate.	1	Social Studies' discussion about: - How we live today on reserves - Homes and utensils used - How our people lived long ago and tools, etc., they used - Other Indians' homes.	Art: Indian culture book: - Today's homes - Yesterday's homes - Utensils now and yesterday Begin Diorama of Cree village: - Reconstruct a tepee of a Cree family.	Artifacts Arrowhead Axe head Pictures of artifacts Slides of tepees (on overhead) Pictures of homes
	Construction of ancient Indian village (Cree or Ojibway).				
	Pinpoint at least three other Indian groups we have discussed (i.e., on map).				
(b) KITKATLA, B.C. (TSIMSHIAN INDIANS)	Recognize at least three tribal costumes.	2	Discuss clothing today in Poplar River and yesterday.	Art: Draw an Indian of long ago and label group he belonged to.	Indians of Canada I Am An Indian
	Know five ancient medicines still in use amongst Indians.		Clothing worn by other Indians long ago.	Diorama: Indian on snowshoes.	Pictures of today and yesterda Slides of Fort George (Cree) Pictures of Kitkatla (Tsimshi Moccasins (Ojibway)
	Be able to sing two Indian songs. songs.		Why different in different areas of Canada?		
	Recognize and draw three types of Indian dwellings (names of same and group of Indians who lived in that type).		Why did Indians paint their faces? Why wore masks? Feathers? Teeth in necklace? etc.		
	Know by memory two poems by Indians (oral English).		Different footwear, headwear.	Illustrate and label group.	
			Different types of snowshoes.	Illustrate and label group.	
	Send tape made by students to students of Kitkatla (oral English).	3	Discuss how Indians here care for their health. Present modern and ancient methods. The medicine man and his role.	Art: Picture of dentist or doctor at work. Picture of medicine man at work.	Tape by Poplar River's present medicine man.
	Know names of five implements, tools, utensils used by Indians of yesterday and name tribe.		Medicine man in Kitkatla today.		
	Make a presentation of Indian culture: poems, songs, dance display.	4	Discucs present and past modes of transportation here and in: (a) Fort George (b) Kitkatla.	Art: Drawings of: - Bombardier, skidoo, airplane, yawl. - Canoe, dog team. Diorama: Make canoe model.	Construction paper, toothpicks or wooden matches

UNIT	OBJECTIVES	LESSON	CONTENT	ACTIVITY	MATERIALS
NOW VS LONG AGO (Cont'd)		5	Recreation today and yesterday: - Games - Dances and their meanings - Songs	Learn one ancient game. Learn one square dance (Mabel) Teach two songs (ancient) (two days) (Mabel)	Tape or record of square dance. Film of Indian dance. Tapes of music (drums) and booklet explaining meaning. Record of North American Indian Songs (Dawby) Mabel Franklin to assist.
		6	Tapes by older generation of Poplar River. Tapes by older generation of Kitkatla. Comparison.	Listening. Discussing. Comparing.	Tapes prepared by C. Lambert, Poplar River, and teacher in Kitkatla.

CONTENT AND ACTIVITIES

7	Diorama Completion: - Trees, animals, river, bow and arrow, spear - Beaver skin drying - Ticanogan - Hammock - Pot over fire	Small working groups.
8	Art book completion: - Cover design - Touching up of illustrations	Review by discussion of work covered (interesting points). Add to legends if possible.
	Legend book completion: - Cover design - Additional illustrations	

Individual map completion in Social Studies workbook.

UNIT	OBJECTIVES	LESSON	CONTENT AND ACTIVITIES	MATERIALS
3. NOW VS LONG AGO (Cont'd)		9	Practice an Indian dance, practice Indian songs, make Indian headdresses, practice te'lling an Indian legend, make invitations for Grade 1 and Kindergarten. Two poems (by Indians of Canada) Various groups.	
		10	Indian afternoon (invite Grade 1 and Kindergarten). (If a success, present to parents, etc.) Tape this.	

GENERAL INFORMATION:

This comparative study is to be undertaken simultaneously in two classrooms -- Grades 5-6 and Grades 7-8. This unit is being supplemented by the art classes.

TIME ALLOTMENT:

The total unit will take approximately nine or ten weeks. The school is on a six-day cycle, with 40-minute periods. Three periods each six-day cycle will be used for this program. The time for each lesson is as follows:

LESSON:	1	2	3	4	5	6	7	9	10	11	12	13
TIME (in min.)	80	80	80	80	80	80	80	80	80	80	120	80

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General Objectives

Objectives, Content, Activities, Materials for Haida - Blackfoot

Introduction

Unit 1 Geography (a) Physical location - landforms
(b) Climate
(c) Natural resources

Unit 2 Clothing

Unit 3 Shelter

Unit 4 Transportation

Unit 5 Food - Agriculture

Unit 6 Occupation (a) Hunting and trapping
(b) Fishing
(c) Other

Unit 7 Population

Unit 8 Socio-political organization - religion
- customs, ceremonies

Unit 9 History - brief

Unit 10 Literature

Bibliography

GENERAL OBJECTIVES

At the completion of the total comparative unit the student should be able to:

1. Locate and use relevant resource materials from encyclopedias, altases, library books, magazines.

2. Operate correctly: filmstrip projector, movie projector, individual filmstrip viewer, overhead projector, tape recorder (reel to reel and cassette), gestetner machine.

3. Work successfully in a small group of four to eight students.

4. Prepare an organized legible written report, written in sentences, of his experiences.

5. Prepare and deliver an organized two-minute talk or tape about one topic studied.

6. Explain, written or oral, with the aid of diagrams, picture charts, etc., how geography, e.g., landform, climate, natural resources, affects the lives of people, e.g., clothing, homes, occupation, recreation.

To compile an organized, neat, written record, in booklet form, of the materials studied, using pictures, drawings, etc., as illustrations.

UNIT	OBJECTIVES	LESSON	CONTENT	ACTIVITY	MATERIALS
1. GEOGRAPHY (a) Physical location. Land-forms (b) Climate (c) Natural resources	To create an interest in and a desire to learn about the Haida and the Blackfoot Indians. To locate and name the areas in which these Indians live.	1	Haida - the people Blackfoot	Listen to taped stories. View filmstrips Draw up a list of questions from filmstrip and stories. Locate areas on map.	Tapes Filmstrips Poster paper Maps
	Name type of landforms in areas. List four features of each.	2	Types of landforms - regions Western Cordilleras - mountains Foothills Plains	Discussion Prepare charts listing landform features - illustrate Begin notes	Poster charts Note books
	Name types of climates and list four features of each.		Climate - West Coast Marine Temperate	Discussion Charts - features - illustrate	
	Define: environment, natural resources Explain interdependence of climate, landforms and natural resources.	3	Natural Resources - Environment Air Water Land	Discussion Charts - examples - illustrate Notes	
2. CLOTHING	Locate information and prepare notes about clothing worn by men and women, summer and winter. Know how climate influences clothing. Has the "white man" brought any changes, i.e., clothes?	4	Clothing worn by Haida and Blackfoot men and women. Winter Summer	Locate information Notes Picture poster - how climate and resources influence clothing View filmstrip	Atlas Encyclopedias Books Magazines Filmstrip
3. SHELTER	Name types of homes, how they were constructed, why these materials were chosen. Explain how climate and natural resources influence shelter.	5	Tepee Gable-roof	Discussion - small groups Write or tape a story - a plank speaking - what happens from tree to house Poster chart - shelter - illustrate Notes	Tape recorder Books

UNIT	OBJECTIVES	LESSON	CONTENT	ACTIVITY	MATERIALS
. TRANSPORTATION	Name three forms of transportation. How do landform and resources affect transportation.	6	Dugout canoe Travois	Locate information Make notes, poster	References
. FOODS AGRICULTURE	List foods from nature. Awareness of different forms of preparing foods.	7	Food from the sea, rivers, land	Discussion Location of main agricultural areas Prepare a menu and/or a cookbook comparing tribes.	
. OCCUPATION a) hunting and trapping b) fishing c) other	Awareness of importance of natural resources in occupations	8	Hunting and trapping Fishing, other Winter Summer	Locate information Notes, view film Posters Tape oral reports	References Film Tape recorders
. POPULATION	Recognize male and female members of each tribe. Which linguistic group does each belong to? Locate. Recognize three names.	9	Population Crowfoot Tailfeathers Haida carvers	Picture chart showing people and where they live. Discussion.	References Poster charts Maps
SOCIO-POLITICAL ORGANIZATION	What is a tribe? Class? A clan? A phatry? Band? Which is the Haida? Blackfoot?	10	Definitions	Outline a map of a village or settlement showing arrangement of homes.	Maps References
religion customs, ceremonies	Awareness of basic religious structure. Name two main gods of each tribe. What role, if any, did medicine men have? What were some of the major ceremonies? What were the duties of the chief? Recreation or religion?		Religion as a basis for total life.	Written account of religion, including ceremonies. Listen to record or tape of music and dances. Locate and record information. Picture chart of ceremonies. Booklets.	Tape Recprd References Tape recorder

UNIT	OBJECTIVES	LESSON	CONTENT	ACTIVITY	MATERIALS
HISTORY	Awareness of general trend of development, noting influence of white man. Name two important people.	11	Brief historical sketch from beginnings to present.	Make a poster showing important developments before and after the "white man." View filmstrip Notes Booklet	Reference books filmstrip
LITERATURE	Ability to locate relevant material, tape legends. Awareness of literature as legends, fiction, biography. To complete booklets, written and oral reports.	12	Legends	Locate and read ten legends of each tribe. Tape three of each. Make booklets Notes Film Complete booklets, oral and written reports.	Film Tape recorder Reference books Paper Tape recorder
	To correlate all information and skills learned.	13		Plan and perform a potlatch, or powwow using materials made in art class.	

BOOKS

AUTHOR	TITLE	SOURCE	LESSON(S)
Shannon, Terry	Tyee's Totem Pole	1	12
Wissler, Clark	Ceremonial Bundles of the Blackfoot Indians	5	1-12
Symington, Fraser	The Canadian Indian	5	1-12
Gooderham, K. (ed.)	I am an Indian	5	1-12
Phillips, W.S.	Indian Campfire Tales	5	12
Leechman, D.	Native Tribes of Canada	5	1-12
Houston, J.	Eagle Mask	5	12
Dempsey, H.A.	Tailfeathers	5	9
Boer, F. (ed.)	Igloos, Yurts and Totem Poles	5	12
Thornton	Indian Lives and Legends	1	12
Hofsinde	The Indian Medicine Man	1	10
Bremner	The Lodge of Omal	1	12
Ayre	Sketoo the Raven	1	12
Andrest	The Long Death: The Last Days of The Plains Indians	1	11
Harris	Raven's Cry	1	12
Barbeau, Marius	The Downfall of Temlahan	1	12
	Haida Myths	1	12
	Medicine Men on the North Pacific Coast	1	10
Daniels, Walter	American Indians	1	1-12
Densmore, Frances	The American Indians and Their Music	1	9, 10
Embree, Edwin R.	Indians of the Americas	1	1-12
Fisher, Olive M.	Totem, Tipi and Tumpline	1	12
Garfield	Meet the Totem	1	12
Hyde, George	Indians of the High Plains	1	1-12
Salmon, J.H.	Book of Indian Crafts and Indian Lore	1	12
Hamilton	Cry of the Thunderbird	1	12
Hawthorn, H.B.	People of the Potloch	1	10, 1-12
	The Indians of B.C.	1	1-12
Herring, F.	Among the People of B.C.	1	1-12
Barbeau, Marius	Indian Days on the Western Prairies	5	1-12
La Farge, Oliver	Pictorial History of the American Indian	5	1-12

BIBLIOGRAPHY

BOOKS

AUTHOR	TITLE	SOURCE	LESSON(S)
Hofsnide, R.	The Indians and The Buffalo	1	8
Rachlis	Indians of the Plains	1	1-12
Weekes, Mary	Indians of the Plains	1	1-12
Ewers, John	The Blackfoot	1	1-12
Barbeau, Marius	Indian Ways in the Canadian Rockies	1	1-12
Belshaw	Indians of B.C.	1	1-12
Drucker, Philip	Indians of the Northwest Coast	1	1-12
Hyde, George	Indians of the High Plains	1	
Herring, Frances	Among the people of B.C. Red, White, and Brown	1	1-12
Hodge, Fred W.	Handbook of Indians of Canada	1	1-12
Middleton, Arch	Blackfoot Confederacy	1	1-12
Swanton, John	Haida Myths and Texts	1	1-12 esp. 12
Wissler, Clark	Social Life of the Blackfoot	1	10
Weatherby, Hugh	Tales the Totems Tell	1	5, 12
Barbeau, Marius	Haida Carvers	1	5
	Totem Poles	1	5
McClung, R.M.	Shag, Last of the Plains Buffalo	1	12
Anderson	Blood Brothers	1	12
Weekes, Mary	Great Chiefs and Mighty Hunters of the Western Plains	1	9
Hodge, F.W.	Handbook of the American Indian	1	1-12
Johnson, Pauline	Legends of Vancouver	1	12
Keithaln, E.	Monuments in Cedar	1	10
Mason, Bernard	Dances and Stories of American Indians	1	12
Ravenhill, Alice	Native Tribes of B.C.	1	1-12
Robinson, W.G.	Tales of Kitimat	1	12
Ruxton, George F.	Ruxton of the Rockies	1	9
Schultz, J.W.	With Indians in the Rockies	1	9

BOOKS AUTHOR	TITLE	SOURCE	LESSON(S)
Monture, E.B.	Famous Indians	5	9
Pohorecky, Z.	Saskatchewan Indian Heritage	5	1-12
ENCYCLOPEDIAS			
World Book		5	1-12
Book of Knowledge		5	1-12
Encyclopedia Canadiana		5	1-12
Lands and Peoples		5	1-12
L.P RECORDS			
	Indian Music of the Canadian Plains	4	1, 10, 12
Dawley, Muriel	North American Indian Songs	3	10, 12
MULTI MEDIA KIT	Indians of Canada	3	1-12
SCHOOL BROADCASTS ON TAPE	Tales of the Redman	4	1-12

SOURCES

1. Winnipeg Public Library
2. Department of Indian Affairs, Ottawa
3. Western Education Library, Dauphin, Manitoba
4. Indian and Northern Curriculum Resources Centre, University of Saskatchewan, Saskatoon
5. Poplar River School and personal copies.

FILMSTRIPS

NAME	SOURCE	LESSON
Indians of the Northwest Coast	3	1
Indians of the Plains	3	1
Indians of the Plains	3	1, 12
Indian Life in Early Canada	3	11
Paul Kane	3	10

FILMS

Haida Carver	3	12
Loon's Necklace	3	12
Trail Ride	4	9
Attiuk	4	9
Age of the Buffalo	4	11

PAMPHLETS

Indians of the Prairie Provinces	2	1-12
Indians of British Columbia	2	1-12
Linguistic and Cultural Affiliation of Canadian Indian Bands	2	1, 2, 9

Note: These are the books, films, records, filmstrips etc. which I have ordered and hope to obtain and use. However all may not be available. With more resources the content area will also be expanded, to specifics.

Pat Klym

ART UNIT ON THE HAIDA AND BLACKFOOT INDIANS

UNIT OUTLINE:

Lesson 1	Maps of British Columbia, Alberta and Saskatchewan. Covers for Booklets for Unit in Social Studies.
Lesson 2	Continuation of Lesson 1.
Lesson 3	Clothing, Totem Poles and Homes of the Haida and Blackfoot Indians.
Lesson 4	Ceremonial Rattles and Drums of the Haida and Blackfoot Indians.
Lesson 5	Weaving of the Haida Indians.
Lesson 6	Blackfoot Designs in Art.
Lesson 7	Haida Designs in Art.
Lesson 8	Class Scene Depicting Haida and Blackfoot Village Life.
Lesson 9	Continuation of Lesson 8.

GENERAL OBJECTIVES:

After finishing this unit the student should be able to:

(a) work in a small group of two to six people
(b) work with various art mediaa
(c) co-relate the Social Studiees course with the Art course by transferring knowledge from one to the other
(d) organize his time constructively
(e) develop the habit of neatneess in working with materials and cleaning up

SPECIFIC OBJECTIVES:

The specific objectives are listed under each Lesson Objectives.

GRADE LEVEL:

The unit applies to the Grades 6 to 8.

TIME ALLOTMENT:

The unit is divided into nine lessons. Each lesson is one period of 80 minutes. There is one lesson per six-day cycle. The unit covers a nine-week period.

GENERAL COMMENTS:

This unit in Art is taught in conjunction with a Social Studies unit on the Haida and Blackfoot Indians. The lessons in Art are planned to coincide with the subject area being covered in the Social Studies unit.
Throughout the lessons pictures in books will be used to help the students. Filmstrips will be used in individual lessons.

LESSON	OBJECTIVES	CONTENT	ACTIVITY	MATERIALS
MAPS OF BRITISH COLUMBIA, ALBERTA AND SASKATCHEWAN. IDEAS FOR BOOKLETS FOR UNIT IN SOCIAL STUDIES.	To study geographical locations of Haida and Blackfoot Indians by constructing a map of British Columbia, Alberta and Saskatchewan (physical) & by preparing a booklet containing title and illustration.	Learn how to make paper-maché. Learn the meaning of vertical and horizontal line when making three-dimensional maps. Use of colors to indicate relief on the maps from an atlas. Use of a scale in the construction of a map. Design of a cover for the Social Studies Unit.	Everyone will take part in the designing of the general layout of the paper-maché and the manilla map. This design will be drawn to scale on a large sheet of newsprint. A group of three to four students will then start the construction of the paper-maché map. An outline of the map will be placed on the 4' x 6' piece of plywood. Mountains will be constructed out of paper-maché. The lower lying areas will also be constructed out of paper-maché. The map will be painted according to the elevation legends in an atlas. Political boundaries will also be painted in. Another group of three to four students will start on a 6' x 4' flat map of the region. Four sheets of 3' x 2' cream manilla paper will make a sheet of this size. A scale drawing will be made and colors the same as the paper-maché map. Political boundaries will also be painted in. A legend will be put in the bottom right hand corner. Another group of two to three students will start on a legend for the paper-maché map. A large piece of bristleboard paper will be used. This legend will hang down from the edge of the table where the paper-maché map will be constructed. The rest of the students will start to design the cover for their booklet for the Social Studies unit. This will be done on pieces of construction paper 8½" x 11". There must be a title and an illustration. They may use paint and construction paper to make the letters and illustrations.	6' x 4' piece of 3/4" plywood Newspapers -- made into paper-maché Bristleboard Paints -- tempra and small individual boxes Four sheets of 3' x 2' cream manilla paper Paint brushes of all sizes Newsprint -- largest sheets Construction paper

LESSON	OBJECTIVES	CONTENT	ACTIVITY	MATERIALS
CONTINUATION OF LESSON 1	Same as Lesson 1.	Same as Lesson 1.	Same as Lesson 1. The students who worked on the paper-maché map and the bristle-board legend and the manilla map will now work on their Booklet covers and the other students will take their place.	Same as Lesson 1.
CLOTHING, TOTEM POLES AND HOMES OF THE HAIDA AND BLACKFOOT INDIANS	Clothing, homes of the Haida and Blackfoot Indians. Totem poles of the Haida Indians.	Construct Haida totem poles using boxes, cans and construction paper. Design and make clothes for four dolls showing summer and winter costumes. Two for the Haida and two for the Blackfoot. Design and make homes of the Haida and Blackfoot Indians.	The class will be divided into groups. Sixteen students will be working on clothing, eight on totem poles and eight on the homes. Clothing Design the summer and winter costumes of the male and female Haida and Blackfoot Indians. The patterns are to be put on paper first and then transferred to Moose-hide, paper and other assorted materials. The clothes are then to be sewn and put on the dolls. Totem poles The poles are to be constructed from boxes or cans. Construction paper can be used to cover the boxes or cans. Boxes can be glued together on the bottoms. Covers can be made from cardboard for the cans. Then paper fasteners can be used to fasten the bottoms of the cans together. The totem poles can be decorated using construction paper and glue. Homes Both summer and winter homes of both groups of Indians are to be designed. The teepees can be made out of twigs and moosehide with designs put on with felt pens. The Haida homes can be constructed from tongue depressors and construction paper. Some totem poles will have to be constructed for the Haida homes.	Moosehide - remnants Rabbit fur Construction paper Needles Thread Felt markers - assorted colors Tongue depressors Cardboard Paper fasteners Rubber bands Sticks Carbon paper Scissors

LESSON	OBJECTIVES	CONTENT	ACTIVITY	MATERIALS
CLOTHING, TOTEM POLES AND HOMES OF THE HAIDA AND BLACKFOOT INDIANS (Cont'd)			At the beginning of the lesson selected frames from four filmstrips are to be shown. The filmstrips are: Through the Totem Poles to Canada's National Museum; Indian Life in Early Canada; Indians of the Plains; and Indians of the Northwest Coast.	
CEREMONIAL RATTLES AND DRUMS OF THE HAIDA AND BLACKFOOT INDIANS	Ceremonial Rattles and Drums of the Haida and Blackfoot Indians.	Construction of a drum or rattle with Haida or Blackfoot design.	The students have the choice of making a drum or a rattle. Rattle Grease the light bulb with vaseline or any kind of lubricant. Cover the light bulb with paper-maché. Make a handle long enough to hold from the neck of the light bulb. Smooth out the surface of the light bulb so there are no rough spots. Let dry two or three days. Break the light bulb by gently tapping the light bulb on a table. Paint the rattle with an appropriate design of the Haida or Blackfoot. Drum Cover the can with construction paper or paint. Paint on an appropriate design of the Blackfoot. Soak two pieces of moosehide in water and stretch over the top and the bottom of the can. (Take the ends off.) Fasten the moosehide with heavy string in a lacing pattern, from the top piece to the bottom piece. Let the moosehide dry before playing the drum.	Cans of various sizes 45 gal. drum Paper-maché Moosehide Light bulbs Heavy string Construction paper Paint Sticks

LESSON	OBJECTIVES	CONTENT	ACTIVITY	MATERIALS
8. CLASS SCENE DEPICTING HAIDA AND BLACKFOOT VILLAGE LIFE	Haida and Blackfoot Village Life.	Design and construct two villages, one a Haida and one a Blackfoot, using various techniques. The villages will be displayed as a scene.	The class will discuss the layout of both villages. The blueprint will be drawn on a large piece of newsprint for future use in constructing the scene. Jobs will be assigned so that each student will make at least one piece of the scene. The topics to be covered are homes, people, background to scene, clothing. Ideas for the scene will come from the students. Some ideas for construction: - Trees - twigs and cotton batten - Background - paper-maché and paint - Houses - twigs, moosehide, tongue depressors, boxes - People - paper-maché - Animals - paper-maché - Fire - tissue paper - Pottery and utensils - clay or paper-maché The two scenes will be placed separately on two large pieces of cardboard. Before the construction of the scenes a filmstrip will will be shown, the title of which is Indian Rock Paintings.	Newspapers - for paper-maché Moosehide Construction paper - assorted colors Twigs Rubber bands Pieces of material Tissue paper Tongue depressors Boxes - different sizes Needles Thread Asbestos clay Cotton batten Newsprint Glue Odds and ends of anything that could be useful Cardboard Paint and brushes Stapler and staples
9. CONTINUATION OF LESSON 8	Same as Lesson 8.	Same as Lesson 8.	The students will finish making the pieces of the two scenes. After discussing the placement of the objects in the scene they will be glued into place.	Same as Lesson 8.

REFERENCE MATERIALS

Techniques

Books	Code	Lesson
Art Media and Techniques-A Resource Book For Secondary Schools		1-9
Currie, D.M.; Making Dioramas and Displays; F.A. Owen Pub. Co.; Dansville, N.Y., 1962		8-9
Dubeis, Constance La Capria; Art with Social Studies; School Publications and Specialties; Saskatoon, Sask.; 1960		3-4-5-6-7-8-9
Dubeis, Constance La Capria; Working with Art-Grade 6; School Publications and Specialties; Saskatoon, Sask.		8-9

Filmstrips

Weaving-Grasses and Twigs	1	

Content

Books	Code	Lesson
Barbeau, Marius; Haida Carvers	3	3
Barbeau, Marius; Totem Poles	3	3
Covarrubeus, Miquel; Indian Art of America	3	3-7
Dempsey, H.A.; Tailfeathers	4	7
Ewers, John; Blackfoot Indian Art	2	3-6-7
Glube, S.; The Art of the North American Indian	2	3
Hofsinde, E.: Indian Costumes	3	9
Holmes, W.H.; Art in Shell of Ancient Americans	3	2
Inverarity, Robert B.; Art of the Northwest Coast Indians	2	6
Holm, B.; Northwest Coast Indian Art		

Encyclopedias

Book of Knowledge; Grolier Society of Canada Ltd.; 1958

The New Book of Knowledge; Grolier Inc., N.Y.; 1968

The World Book Encyclopedia; Field Enterprises Educational Corporation; Chicago; 1968

Lands and People; Grolier Inc., 1969

REFERENCE MATERIALS

Filmstrips	Code	Lesson
Haida Argillite Carvings	1	2
Indian Life in Early Canada	1	3
Indians of the Northwest Coast	1	3
Indians of the Plains	1	3
Indian Book Paintings	1	9
Masks of the North American Indian	1	6
Totem Poles of the West Coast	4	7
Tools and Handicrafts of the Plains Indians.	4	4

List of Sources for Books, Filmstrips	Code
Guidance Councillor Office, Indian Affairs Branch, Box 568, Dauphin, Man.	1
Department of Youth and Education Library, 1181 Portage Avenue, Winnipeg, Man.	2
Winnipeg Public Library, Main Branch, 880 William, Winnipeg, Manitoba	3
Indian and Northern Curriculum Resources Centre, University of Saskatoon, Saskatoon, Saskatchewan.	4
School Publications and Specialists Ltd., Saskatoon, Saskatchewan.	5

INDIAN CULTURAL CONTENT IN THE PHYSICAL EDUCATION PROGRAM

GENERAL OBJECTIVES: Introduction to local Indian games with materials obtained locally.

It was decided to start a combined program involving the School Committee Project and the periods allotted for Physical Education. During these periods, the students will have the choice of playing or of receiving beadwork and handicraft instruction.

OUTLINE:

Throughout the year, seven local Indian games will be introduced. All the games require materials that will have to be obtained locally. The materials will be kept and displayed on Treaty Day in June 1972. There will be no fixed time for the introduction of these games; the games will be introduced to the small groups who choose not to do beadwork or handicrafts on certain days and on days when the instructors are not available.

1. The Crane Game
2. The Napuwan Game
3. The Rabbit-Ball Game
4. The Snow-Diver (Josieman)
5. The Toss Game
6. The Moosebone Game
7. The Rabbithead Game

UNIT	OBJECTIVES	LESSON	ACTIVITY	MATERIALS
INDIAN GAMES	To learn to play the Crane Game.	1	One player is the crane. He wears a sack over his head and holds the hooked stick in front of his face to look like a crane. The crane has to catch up to one of the other players and peck him; this other player then becomes the crane.	Potato sack Hooked stick
	To learn to play the Napuwan Game.	2	Four deer hooves are tied with a string to a stick. Each player, in turn, must try putting the stick thro gh the hooves, one at a time. Each player gets four tries. One miss means an out.	Four deer hooves String Stick (John James Franklin)
	To learn to play the Rabbit-Ball Game.	3	A small rabbit skin ball is tied by a string to a stick. Each player, in turn, tries to put the pointed stick through the soft ball of rabbit skin. Each player gets three tries.	Rabbit skin ball String Sharp stick (Betsy Thomas)
	To learn to use the Snow-Diver (Josieman).	4	Each player attempts to throw the snow-diver in such a way that it goes far under the snow before coming out. Several can play at one time. The player who makes his snow-diver go the farthest under the snow wins.	Three polished sticks (Roderick Douglas)
	To learn to play the Toss Game.	5	Each player starts with several lead discs. The object is to see who can throw his disc the closest to a painted disc on the floor. The closest player then gets to toss all the discs like dice. He gets to keep all the discs which fall face up. The face is marked with an X. The second closest player then gets to toss the remaining discs. The players who find themselves without any discs to toss are out of the game.	Lead discs made from lead weights (Victor Bruce)

UNIT	OBJECTIVES	LESSON	ACTIVITY	MATERIALS
INDIAN GAMES (Cont'd)	To learn to play the Moosebone Game.	6	Each player, in turn, looks at the Moosebone, walks ten feet, puts on a blindfold and starts walking toward the bone. Someone calls "Now" when the player is near the bone. The player must bend over and try to crack the bone in three tries.	Moosebone Hammer (Victor Bruce)
	To learn to play the Rabbithead Game.	7	All the players sit in a circle. Someone asks a question such as, "Who's the greediest one here?" or "Who'll marry John?" then spins the rabbit skull. The skull will point the answer.	Rabbit head (Victor Bruce)

LESSON	OBJECTIVES	CONTENT	ACTIVITY	MATERIALS
CEREMONIAL RATTLES AND DRUMS OF THE HAIDA AND BLACK-FOOT INDIANS (Cont'd)			Do the same with the 45 gal. drum. Get a stick and paint it any color. Make feathers out of construction paper and attach them to the stick. Use the stick to beat the drum. Before the start of the activities a filmstrip will be shown. The title of the filmstrip is Tools and Handicrafts of the Plains Indians.	
WEAVING OF THE HAIDA INDIANS	Haida weaving craft.	Construction of a weaving frame. Weaving of a mat from raffia.	Weaving Frames Everyone will make a weaving frame. - Nail four pieces of 7" long, 1" x ½" wood together to make a square frame. - Measure and mark off ½" divisions on two opposing sides of the frame. - Hammer in nails at the ½" marks. Mats - Secure strips of raffia from one nail to the other. - Let the raffia hang over the ends. - With single pieces of raffia weave in the opposite direction until you have a strong mat. - Tie off the ends in two's to make a fringe ½" long. - Remove the mat from the weaving frame. Before the start of the activity there will be a filmstrip shown. The title of the filmstrip is Weaving Grasses and Twigs.	Four pieces of 7" long 1" x ½" wood for each weaving frame to be made. Nails Hammers Raffia Scissors

LESSON	OBJECTIVES	CONTENT	ACTIVITY	MATERIALS
6. BLACKFOOT DESIGNS IN ART	Blackfoot Design	Design and make a linotype block print of Blackfoot design.	Sketch the design on newsprint. Transfer from newsprint to linoleum tile using carbon paper. Gouge out surfaces that are not to show on the print. Pour printer's ink on a piece of glass. Roll brayer in the ink until it is covered. Ink the linoleum tile with the brayer. Place a sheet of white or colored paper over the inked linoleum tile. Rub gently with a cloth. Lift off paper carefully. Let dry. You can use a large piece of paper and repeat the design many times over. Before the students start the activity a filmstrip will be shown. The title of the filmstrip is Masks of North American Indians.	Newsprint Carbon paper Linoleum tiles 6" x 4", one to each student Gouging tools Printer's ink Sheets of glass White paper - assorted sizes Brayers
7 HAIDA DESIGNS IN ART	Haida Design	Design and make a linotype block print of Haida design.	Same as Lesson 6 but using 12" x 12" linoleum tiles. Before the students begin the activity two filmstrips will be shown. The titles of the filmstrips are: Totem Poles of the West Coast and Haida Argillite Carvings.	12" x 12" linoleum tiles Same as Lesson 6